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ABSTRACT

The purpose of this Child Development Associate (CDA) training module is to help CDA interns learn more about the skills of listening, observing and responding, and learn to use these skills effectively with preschool children. At the highest level of proficiency, it is intended that the trainee will be able to utilize knowledge of body position, listening and responding skills to communicate effectively with a troubled child in difficulty. Both instructional and behavioral objectives are given. The teacher's materials consist of pre-test directions and an answer key as well as an activity list and directions. The student's materials include pre- and post-tests, an activity record and 14 lessons. (Author/RH)

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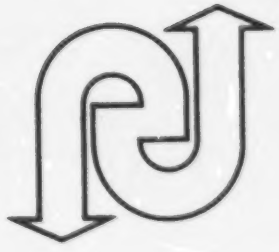
CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

UNIT II

PERSONAL AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN

Module 5

SOCIAL-INTERPERSONAL SKILLS



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THE CHILD DEVELOPMENT ASSOCIATE TRAINING PROJECT

Unit II

PERSONAL AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN

Module 5

SOCIAL - INTERPERSONAL SKILLS

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School District of Philadelphia

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Unit II

Module 5

Trainee Directions

Unit II

PERSONAL AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN

Overview

of

Module 5

SOCIAL - INTERPERSONAL SKILLS

Purpose of Module 5

The purpose of this module is to help trainees learn more about the skills of listening, observing and responding and how to effectively use these skills with preschool children.

Unit II

Module 5

Trainee Directions

COMPETENCIES

1. The trainee can listen, observe, and give feedback in a non-punitive way.

2. The trainee can be totally attentive to a child when the child is talking to him.

3. The trainee can talk to children in a sincere, emphatic and respectful way.

4. The trainee can communicate to children his/her interest in them.

Unit II

Module 5

Trainee Directions

INSTRUCTIONAL OBJECTIVES

Entry Level

The trainee will know what different postures mean and how to assume appropriate postures in order to interact appropriately with others.

The trainee will know what skills are necessary in order to hear and interpret what others are trying to communicate to them.

The trainee will know what to say to others in order to foster communication.

Intermediate Level

The trainee will know how to assume the postures necessary for interacting appropriately.

Unit II

Module 5

Trainee Directions

INSTRUCTIONAL OBJECTIVES

Intermediate Level (cont.)

The trainee will know the procedures for listening to others in order to interact appropriately.

The trainee will know how to say the things appropriate for fostering communications.

Mastery Level

The trainee will be able to interpret other's body postures as well as to assume those postures appropriate to an interactional context.

The trainee will be able to identify and interpret the feelings of others through hearing what is being communicated to them.

The trainee will be able to respond to others by saying things appropriate to what they have been told.

Unit II

Module 5

Trainee Directions

BEHAVIORAL OBJECTIVES

Entry Level

The trainee will be able to identify the appropriate postures and skills needed in order to foster communication with others when presented a series of pictures and an audio tape.

Intermediate Level

The trainee will be able to assume the appropriate postures and utilize listening procedures and respond appropriately in order to foster postive communications with others in a given situation at a preschool center.

Mastery Level

Given a child who appears to create trouble or problems, the trainee will be able to utilize his/her knowledge of body position, listening and responding skills to effectively communicate and help a preschool child in a preschool center.

Unit II

Module 5

Trainee Directions

PRETEST

If ... you think you may already know how to do the things in this module:

1. See the Resource Person and describe why you think you may already know to do these things.

2. Review the pretest with the Resource Person and decide with the Resource Person if you will try it.

If ... you do not wish to take the pretest, or do not know how to do these things:

1. Fill out the cover sheet for this module.

2. Begin work on Activity 1.

3. Begin work on Activity 1.

Unit II

Module 5

Resource Person Directions

PRETEST

Directions

1. Trainee completes Part I and Part II under your direction.

2. Part III of the Pretest is to be done in a preschool classroom. Arrange to have a Field Supervisor observe the trainee. Complete directions for the Field Supervisor can be found on the next page.

Unit II

Module 5

Field Supervisor Directions

PRETEST

Part III

Directions:

1. You must observe the trainee the last of the 2 half-hour periods. Then observe the trainee during the 5-minute talk with the child.

2. Mastery of this part:

   A. The trainee must correctly record 85% of the things that the child does that tells how he feels.

   B. The trainee must use the most appropraite body posture, 85% of the time, while talking to the child.

   C. The trainee must demonstrate the ability to hear exactly what the child is saying.

Unit II

Module 5

Resource Person Directions

PRETEST

ANSWER KEY

Part III (cont.)

D. The trainee must demonstrate the ability to appropriately and correctly respond to what the child is saying.

E. The trainee must demonstrate the ability to help the child in a positive manner, understand what he is feeling.

For mastery of Part III, the trainee must successfully complete Section A-E

Unit II

Module 5

Resource Person Directions

PRETEST

ANSWER KEY

Part I	Part II
1. T	1. P
2. F	2. P
3. F	3. G
4. T	4. P
5. T	
6. T	
7. F	
8. T	

Unit II

Module 5

Resource Person Directions

PRETEST

ANSWER KEY

MASTERY OF THIS MODULE

Part I

Correct answer for 6 of 8 items

Part II

Correct answer for 3 of the 4 items

Part III

Successful completion of Item #2 - Sections A-E (Which are explained in the Field Supervisor Directions.

Unit II: Personal and Social Development of Young Children

Module 5: Social-Interpersonal Skills

NAME: _____

Date: _____

PLACEMENT TEST

Time Started: _____

Time Finished: _____

Mastery: _____

No Mastery: _____

Resource Person: _____

Unit II

Module 5

PRETEST

PART I

Read the statements below. Some are true and some are false. Place a "T" beside the statements that are true. Place an "F" beside the statements that are False.

___1. Watching how a child sits, stands, and walks can tell you how he is feeling.

___2. If you talk to someone without facing him, you will make him feel good about himself.

___3. Body posture will not help you determine how a child is feeling.

___4. Children can tell you how they are feeling through their actions as well as their words.

Unit II

Module 5

PRETEST

Part I (cont.)

_____5. Depending on what you do while you are listening, your body can say, "I think what you are saying is very important." or "I don't care about what you are saying.".

_____6. One of the things that can get into the way of listening to people is jumping to conclusions.

_____7. You can give a child the feeling that you understand what he is saying by not listening to his exact words.

_____8. Listening and talking skills are very important in the preschool classroom.

Unit II

Module 5

PRETEST

PART II

Look at the following diagrams. All the diagrams show various ways people sit and talk to each other. Look at each diagram and decide if the people are sitting in the best positions for talking and listening to each other. The arrows tell you which direction the person is facing.

Place a checkmark (✓) in the square beside the word - good, if you think the position of the chairs is good for talking and listening to someone.

Place a checkmark (✓) in the square beside the word - poor, if you think the position of the chairs is bad for talking and listening to someone.

Unit II

Module 5

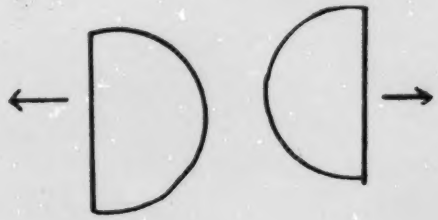
PRETEST

Part II (cont.)

#1

Two people talking to each other.

TALKERS



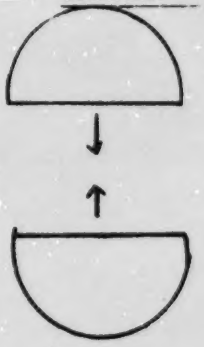
☐ Good

☐ Poor

#2

Two people talking to each other.

TALKER



TALKER

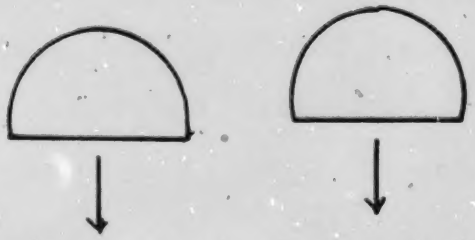
☐ Good

☐ Poor

#3

Two people talking to each other who move their heads but not their bodies.

TALKERS



☐ Good

☐ Poor

#4

Two people talking to each other, who move their heads and their bodies.

TALKER

TALKER

☐ Good

☐ Poor

Unit II

Module 5

PRETEST

PART III

You will have three days to complete this part of the Pretest. You are to do the following.

1. Select a child from your class who usually gives you problems or you sometimes have trouble with.

2. Arrange to observe this child for two different half-hour periods.

3. You will write down what the child does and the things he says. You will write down what you think the child is feeling while you are observing him. Use the sheets included in this pretest.

4. After you have done this, you are to have one five-minute talk with the child. You will talk about his feelings. You should try to make the child understand that you know what he is feeling and that it is alright to have those feelings. You should try to help the child understand what he is feeling.

Part III (cont.)

5. You are to arrange to have your Field Supervisor observe you during your last half-hour observation period and during your talk with the child.

6. You will be checked on:

- How well you see the things that a child does that tell you how he feels.

- Posture

- Listening skills

- Responding skills

- Your ability to help the child understand his feelings.

Unit II

Module 5

PRETEST

OBSERVATION SHEET

YOUR NAME: _____

NAME OF CHILD: _____

Day and Time of Observation _____

OBSERVATION

What The Child Does	What The Child Says	What I think The Child Is Feeling

Unit II

Module 5

PRETEST

What The Child Does	What The Child Says	What I Think The Child Is Feeling

Unit II

Module 5

PRETEST

OBSERVATION SHEET

YOUR NAME: _____

NAME OF CHILD: _____

Day and Time of Observation _____

- -

OBSERVATION

What The Child Does	What The Child Says	What I think The Child Is Feeling

Unit II

Module 5

PRETEST

What The Child Does	What The Child Says	What I Think The Child Is Feeling

Unit II

Module 5

Resource Person Directions

NOTE: ALL ACTIVITIES IN THIS MODULE REQUIRE TRAINEES TO WORK IN GROUPS OF THREE.

Unit II

Module 5

Resource Person Activity List

NOTE: ALL ACTIVITIES IN THIS MODULE REQUIRE TRAINEES TO WORK IN GROUPS OF THREE.

Activity	Estimate Time For Completion	Material	Equipment
1. Overview		Activity Folder U2-M5-A1	
2. Observing Little Things		Activity Folder U2-M5-A2	
3. Field Activity		Activity Folder U2-M5-A3	
4. Position		Activity Folder U2-M5-A4	
5. Observing and Responding to Children (E)		Activity Folder U2-M5-A5	Cassette tape recorder Cassette Tape CU2-M2-A5
6. How The Body Tells What It Feels		Activity Folder U2-M5-A6	
7. Watching The Listner		Activity Folder U2-M5-A7	
8. Listening Without Jumping To Conclusions		Activity Folder U2-M5-A8	

Unit II

Module 5

Resource Person Directions

Activity	Estimate Time For Completion	Material	Equipment
9. Field Assignment (I)		Activity Folder U2-M5-A9	
10. Listening Hard		Activity Folder U2-M5-A10	Cassette tape recorder Blank cassette tape
11. Responding To What You Hear		Activity Folder U2-M5-A11	
12. Letting What You Hear Sink In.		Activity Folder U2-M5-A12	
*13. Putting It Together and Responding		Activity Folder U2-M5-A13 Activity Folder U2-M5-A14	Video tape U2-M5-A12TV Video playback unit Video monitor
14. Mastery			

*Please turn to Page 21 for special instructions for this activity.

Unit II

Module 5

Resource Person Directions

Activity 1: Overview

Equipment and Materials:

Trainee: Activity Folder U2-M5-A1

Resource Person: Activity Folder U2-M5-A1

Directions:

Trainee: Read through the Overview by yourself.

Resource Person: Be available to answer questions.

Mode of Instruction

(Individual)
Small Group
Resource Person (is) / (is not) needed

Unit II

Module 5

Resource Person Directions

Activity 2: Observing Little Things

Equipment and Materials:

Trainee: Activity Folder U2-M4-A2

Resource Person: Activity Folder U2-M5-A2

Directions:

Trainee: Break up into groups of three and follow the directions given in the activity.

Resource Person: Familiarize yourself with the directions and be available to answer questions.

Mode of Instruction

Individual
(Small Group)
Resource Person (is / is not) needed

Unit II

Module 5

Field Supervisor Directions

ACTIVITY 3

FIELD ACTIVITY

Purpose of the Activity:

The purpose of this activity is to have the trainee obtain practice observing other people's body language.

Procedure To Follow:

1. Read trainee's direction.

2. Arrange a time to go over with the trainee their observation forms.

3. Discuss with trainee the value of observing the things people do with their bodies when they talk to people. Emphasize the additional information they get about people from this kind of observation.

4. This is a practice activity. No mastery is to be expected in this activity.

Unit II

Module 5

Resource Person Directions

Activity 4 Position

Equipment and Materials

Trainee Activity Folder U2-M5-A4

Resource Person: Activity Folder U2-M5-A4

Directions

Trainee Break up into groups of three and follow the directions given in the activity.

Resource Person: Familiarize yourself with the directions and be available to answer questions.

Mode of Instruction

Individual

(Small Group)

Resource Person is / is not needed

Unit II

Module 5

Resource Person

Activity 5: Observing and Responding to Children

Equipment and Materials:

Trainee: Activity Folder U2-M5-A5

Resource Person: Activity Folder U2-M5-A5

Directions:

Trainee: Do this activity by yourself. Follow the directions.

Resource Person: Read the trainee directions of activity. Be available to answer questions.

Mode of Instruction

(Individual)
Small Group
Resource Person (is) is not needed

Unit II

Module 5

Resource Person Directions

Activity 6: How The Body Tells What It Feels

Equipment and Materials:

Trainee: Activity Folder U2-M5-A6

Resource Person: Activity Folder U2-M5-A6

Directions:

Trainee: Break up into groups of three and follow the directions given in the activity.

Resource Person: Familiarize yourself with the directions for the activity and be available to answer questions.

Mode of Instruction

Individual

Small Group

Resource Person is needed / is not

Unit II

Module 5

Resource Person Directions

Activity 7: Watching The Listener

Equipment and Materials:

Trainee: Activity Folder U2-M5-A7

Resource Person: Activity Folder U2-M5-A7

Directions:

Trainee: Break up into groups of three and follow the directions given in the activity.

Resource Person: Become familiar with the directions given in the activity and be available to answer questions.

Mode of Instruction

Individual

(Small Group)

Resource Person is (is not) needed

Unit II

Module 5

Resource Person Directions

Activity 8: Listening Without Jumping To Conclusions

Equipment and Materials:

Trainee: Activity Folder U2-M5-A8

Resource Person: Activity Folder U2-M5-A8
Tape Cassette
Tape Recorder

Directions:

Trainee: Do this activity by yourself. Get tape cassette U2-M5-A8 from the Resource Person. Follow the directions given on the tape.

Resource Person: Give the trainee tape cassette U2-M5-A8. Be available to answer questions.

Mode of Instruction

(Individual)
Small Group
Resource Person is needed (is not)

Unit II

Module 5

Field Supervisor Directions

Activity 9

FIELD ACTIVITY

Purpose of The Activity

The purpose of this activity is to have the trainee practice observing a child while talking to him.

Procedure to Follow:

1. Read trainee's directions.
2. Arrange a time with trainee to observe him talking to children. (Use same observation form as trainee.)
3. Compare notes with trainee afterwards.
4. The important thing in this field activity is that the trainee be aware of as many things as possible that the child does as well as says.

Unit II

Module 5

Resource Person Directions

Activity 10: Listening Hard

Equipment and Materials:

Trainee: Activity Folder U2-M5-A10

Resource Person: Activity Folder U2-M5-A10
Cassette tape recorder
Blank cassette tape

Directions

Trainee: Break up into groups of three. Get a cassette tape recorder and a blank tape from your Resource Person. Follow the directions given in the activity.

(Continued on next page)

Mode of Instruction

Individual
Small Group
Resource Person is needed / is not

Unit II

Module 5

Resource Person Directions

Resource Person: Give the trainee (each group gets 1) a cassette tape recorder and a blank tape. Make sure they have no trouble with the mechanics of the tape recorder. Explain to them how to record, how to rewind, and how to play back. Be available to answer questions.

Activity 1 (con't)

that you can use the things you learn here to help you understand what adults are feeling, too.

In this module, you will learn:

- How to listen very carefully to the things someone says to you
- How to observe very carefully the little things people do when they talk to you.
- How to put together what you hear and what you see so that you can understand what the person is feeling.
- How to answer the person once you understand what he is feeling.

These are some of the most important things you can learn in order to help a child with his personal and social development.

Unit II

Module 5

Trainee Directions

Activity 2: Observing Little Things

Equipment and Materials:

Activity Folder U2-M5-A2

Directions:

Break up into groups of three and follow the directions given in the activity.

Mode of Instruction

Individual

Small Group

Resource Person is / is not needed

Unit II

Module 5

Resource Person Directions

Activity 13: Putting It Together and Responding

Equipment and Materials:

Trainee: Activity Folder U2-M5-A13

Resource Person: Activity Folder U2-M5-A13
Video Tape U2-M5-A13TV
Video Tape Playback Unit
Video Monitor

Directions:

Trainee: Ask the Resource Person to set up the video tape equipment for you. Follow the directions given on the tape.

(Continued on next page)

Mode of Instruction

(Individual)
Small Group

Resource Person (is) is not needed

Unit II

Module 5

Resource Person Directions

Activity 13 (cont.)

Resource Person: Set up the video tape equipment. Be available to stop the tape to answer questions if there are any.

Unit II

Module 5

Field Supervisor Directions

Activity 14: Field Activity

FIELD ACTIVITY

Purpose of The Activity:

To determine if trainee has mastered the body, listening and attending skills of this module.

Procedure to Follow:

1. Read trainee directions.

2. Arrange to observe the trainee for the last of the three half-hour periods. Observe the trainee during the last five-minute talk with the child.

3. Mastery of this module should include the following areas:

   a. How well the trainee notes the little things the child does that tells you how he feels.

Activity 14 (cont.)

b. The trainee's posture in talking to the child.

c. The trainee's ability to hear exactly what the child is saying.

d. The trainee's ability to respond to what the child says.

e. The trainee's ability to help the child understand what he is feeling.

4. Eight-five percent mastery in each of the above areas is expected.

Unit II

Module 5

There is an activity in this module that requires special materials. These materials are needed to complete this activity.

For Activity 13

You will need to make a videotape. To make the videotape, you will need three people. The video tape script begins on this page.

Video Tape Script

Script	Video
Announcer: This activity will give you the chance to practice what you learned about observing, listening, and responding. You should have an answer sheet and a pencil in front of you while you are watching this tape. If you will look at your answer sheet, you will notice that it is divided into several parts. The tape is also divided into parts. There will be questions for you to answer during each part of the tape. You should write your answers to the questions for part I of the tape in the section of the answer sheet marked "PART I", answer the questions for part II in the section of the answer sheet marked "PART II", and so on. (Pause)	1. "...an answer sheet..." cut to: shot of blank answer sheet. As announcer explains its use, a pencil points to its different parts.
This is Elizabeth. As you can see, Elizabeth is not a child. At some point, though, we may ask you to pretend that Elizabeth is a child. It would, of course, be better if we could have a real child for you to watch, but, as	2. "This is Elizabeth" Cut to: A tight shot of Elizabeth's face.

Script	Video
most of you know, it is sometimes very hard to get a child to do what you want him to do when you want him to do it. Elizabeth will be doing things that you will be asked to observe, listen, and respond to.	
(Pause)	
This is part I of the tape. Answers to questions in this part of the tape should be written on the section of your answer sheet marked "PART I".	3. Show logo, "PART I".
In this part of the tape, Elizabeth will say different things that show different emotions. You will have to identify each feeling. Then you will have to write down what she did or said that told you what she was feeling. Then you will have to pick out what you would say to her about each of the feelings she showed.	4. "In this part of..." Camera tightens on Elizabeth to medium tight shot.
Announcer: For example, if Elizabeth said,	
Elizabeth: I'm going to Europe!	
Announcer: You can tell that she is very happy. Now look on your answer sheet where it says "PART I". If this were a real question, you would put a check mark by the feeling "Happiness". Then you would write something like: Her face was all lit up. And finally, you would put a check mark by the response, "You seem very happy".	5. "...where it says..." cut to: blank answer sheet. As announcer reads right answers, pen checks them off. At end, pen points to words "PART I" on answer sheet.

Script	Video
If you have any questions about what you are supposed to do, raise your hand now and the Resource Person will stop the tape until all your questions are answered.	
(10 second pause)	
Announcer: Now here are questions for you to answer on your own. Be sure you are answering these questions on the part of your answer sheet marked, "PART I".	
Elizabeth: Shows frustration trying to use a stapler.	6. "PART I". cut to: medium shot of Elizabeth with stapler.
Announcer: "On your answer sheet, check off what you think Elizabeth is feeling. Now write down what she did and said that made you decide on that feeling. Next, check off what you would say to her.	
Your Resource Person will turn off the tape until you have answered all parts of this question.	
(15 second pause)	
On the screen, you see an answer sheet with the correct answers checked off. Compare these answers with the ones you gave."	7. "On the screen..." cut to: answer sheet with question 1 filled out.
(Pause)	
Now, here's question 2.	8. "Now here's question 2" cut to: medium shot of Elizabeth.
Elizabeth: Shows happiness.	

Script	Video
(Announcer repeats above section from asterisk to bottom after each emotion Elizabeth portrays.)	
Now, here's question 3	10. "Now here's question 3" cut to: medium shot of Elizabeth.
Elizabeth: Shows fear.	11. "On the screen..." cut to: answer sheet with question 3 filled out.
Announcer: This is part II of the tape. Answers to questions in this part of the tape should be written in the part of the answer sheet marked, "PART II".	
In this part of the tape, you will see Elizabeth talking to someone else. Sometimes she will say things she does not really mean. At different times, we will stop, and you will have to tell if you think she means what she says or not.	
In the first scene, Elizabeth is telling someone about something that happened to her.	12. Show Elizabeth and Helene sitting and talking.
ELIZABETH AND HELENE CONVERSE. ELIZABETH ENDS WITH THE LINE: "NO, IT DID'T BOTHER ME AT ALL."	
Announcer: Stop right there! Does Elizabeth really mean what she said? Mark your answer on your answer sheet. Your Resource Person will turn off the tape until you have answered the question.	13. "Stop right there!" Elizabeth and Helene freeze.
(Pause)	

Script	Video
On the screen, you see an answer sheet with the correct answers written in. Compare your answers with the ones on the screen.	14. Show answer sheet with answer written in.
(20 second pause)	
In the next scene, the same person has come to visit Elizabeth.	15. Show scene with Elizabeth and Helene.
Helene: Hello, Elizabeth, may I come in?	
Elizabeth: Sure, come on in.	
Helene: I'd like to talk to you if you're not too busy.	
Elizabeth: No, I'm not busy. I'm really glad you came over.	
Announcer: Stop right there! Does Elizabeth really mean what she says? Mark your answer on your answer sheet. Your Resource Person will turn off the tape until you have finished.	16. "Stop right there!" Elizabeth and Helene freeze.
(Pause)	
On the screen, you see an answer sheet with the correct answers written in. Compare your answers with the ones on the screen.	17. Show answer sheet with answer written in.
Announcer: This is part three of the tape. Elizabeth will say the words, "It's my turn next" four different ways. You will have to identify the feeling behind what she says and write down a simple response. You should write your response on the answer sheet under the part marked "PART III".	18. Show Elizabeth.
***	19. Show answer filled out.
	* Repeat these 2 steps, 4 times.

Script	Video
Elizabeth: IT'S MY TURN NEXT.	
(Pause)	
Announcer: On the screen you see an answer sheet with the correct answer filled in. Compare this answer with the one you gave.	
(Repeat this section four times)	
(20 second pause)	
Announcer: Under the section marked "PART IV" on your answer sheet, there are six questions. Elizabeth will say six different things. For the first three, you will pick the response you would make to her from those listed on your answer sheet. For the last three, you will have to write your own response. If you have any questions about what you are supposed to do, raise your hand and the Resource Person will turn off the tape until all questions are answered.	
(10 second pause)	
Here is #1:	
Elizabeth: Bobby's mommy said he could go with me to the store.	20. Show Elizabeth.
Announcer: Pick the response you would make to her from the responses written on your answer sheet.	
(Pause)	21. Show answer sheet filled out.
On the screen, there is an answer sheet with the correct answer written on it. Compare this answer with the one you made.	

Script	Video
Now here's #2: Elizabeth: I got paint on my dress. Announcer: Pick the response you would make to her from the responses written on your answer sheet. (Pause) On the screen, there is an answer sheet with the correct answer written on it. Compare this answer with the one you made. Now here's #3: Elizabeth: I want another cookie. Announcer: Pick the response you would make to her from those written on your answer sheet. On the screen, there is an answer sheet with the correct answer marked off. Compare this answer with the one you gave. (Pause) Now you will have to write your own responses. Take your time. Here's #4: Elizabeth: Tomorrow's my birthday. Announcer: Write the response you would make to her on your answer sheet. On the screen, there is an answer sheet with a correct	*Repeat these 2 steps till end of script.

Script | Video

answer written on it. Compare this answer with the one you wrote. Your answer does not have to be an exact match, but it should be close.

Now here's #5:

Elizabeth: Ellen won't let me have my truck.

Announcer: Write the response you would make to her on your answer sheet.

(Pause)

On the screen, there is an answer sheet with one correct answer written on it. Compare this answer with the one you wrote. Remember, it does not have to be an exact match.

Now here's #6:

Elizabeth: I want to go home with my mommy.

Announcer: Write the response you would make to her on your answer sheet.

(Pause)

On the screen, there is an answer sheet with one correct answer written on it. Remember, there may be many correct answers. Your answer does not have to be an exact match. But it should come close.

Unit II

Module 5

Trainee Directions

Module 5

SOCIAL - INTERPERSONAL SKILLS

Trainee _____

Instructor _____

Field Supervisor _____

	How Many?		
Class Sessions			
Field Visits			

Unit II

Module 5

Trainee Directions

ACTIVITY RECORD

Name: _____

Date Started: _____ Date Completed _____

Activity	Equipment and Material	Completed	Time	Comments, Problems or Special Plans
1. Overview	Activity Folder U2-M5-A1			
2. Observing Little Things	Activity Folder U2-M5-A2			
3. Field Activity	Activity Folder U2-M5-A3			
4. Position	Activity Folder U2-M5-A4			
5. Observing and Responding To Children (E)	Activity Folder U2-M5-A5 Cassette Tape Recorder Cassette Tape CU2-M5-A5			
6. How The Body Tells What It Feels	Activity Folder U2-M5-A6			
7. Watching The Listener	Activity Folder U2-M5-A7			

Unit II

Module 5

Trainee Directions

Activity	Equipment and Material	Completed	Time	Comments, Problems or Special Plans
8. Listening Without Jumping To Conclusions	Activity Folder U2-M5-A8 Picture Book BU2-M5-A8			
9. Field Assignment (I)	Activity Folder U2-M5-A9			
10. Listening Hard	Activity Folder U2-M5-A10 Cassette Tape Recorder Blank Cassette Tape			
11. Responding To What You Hear	Activity Folder U2-M5-A11			
12. Letting What You Hear Sink In.	Activity Folder U2-M5-A12			
13. Putting It Together and Responding	Activity Folder U2-M5-A13 Video Tape U2-M5-A13TV Video Playback Unit Video Monitor			
14. Mastery	Activity Folder U2-M5-A14			

Unit II

Module 5

Trainee Directions

Activity 1: Overview

Equipment and Materials:

Activity Folder U2-M5-A1

Directions:

Read through the Overview by yourself.

Mode of Instruction

(Individual)
Small Group
Resource Person (is / is not) needed

Unit II

Module 5

ACTIVITY 1

OVERVIEW

Here are some things that you learned so far in Unit 2.

Definitions:

1. Social and Personal Development: How a child grows. How a child's body grows. How a child's mind grows. How a child's feelings grow. The way a child feels about himself. The way a child feels about other people. All of these things make up social and personal development.

2. Self-worth: The way a child feels about himself. What a child thinks he is worth. Whether a child thinks he is a good child or a bad child. Does a child think he can do a lot of things well or does he think that everything he does is going to fail? Whether a child thinks he is pretty or ugly. Whether a child is afraid to try new things or is interested in trying new things. All these things make up self-worth.

Activity 1 (cont.)

3. Identity: Who the child thinks he is. Does a child know the different parts of his body? Does a child know where he lives, who the people in his family are, who the other children in his class are? Does a child know what he likes and does not like? All these things make up identity.

4. Socialization: The way a child learns to live with other people. Can a child play with the other children in his class and if he does, how does he play. All these things add up to socialization.

5. Lessons: Anything directed by the teacher that happens in the classroom.

6. Activities: Things children do on their own in the classroom. Free play. The toys a teacher lets children play with by themselves.

7. Environmental Conditions: Anything a child sees when he walks into a classroom. The way the room is arranged. The things that are hanging on the walls. Whether or not there are rugs on the floor.

Activity 1 (cont.)

You have learned about all these things. You have learned how to use these things to help teach a child about himself.

In this module, we are going to look at another way you can help a child learn about himself. In this module we are going to look at the way you talk and listen to children. We are going to look at how you can help a child learn about himself even when you are talking to him about something that has nothing to do with a lesson or an activity. You can help a child learn about himself when you talk to him in the morning when he comes into the center. You can help a child learn about himself when you talk to him during snacktime. You can help a child learn about himself when you talk to him just before nap time. Whenever you talk to a child, no matter what you talk about, you can help him learn about himself. But you have to know how. Just as you learned how to plan and teach a lesson, you have to learn how to talk and listen to a child. Sometimes a child says things that don't seem to make sense. Sometimes a child says things that are confusing to the teacher. You have to learn how to answer that child so that he doesn't feel put down. Sometimes a child feels angry and doesn't know how to let it out. You have to know how to tell if

Activity 1 (cont.)

a child feels angry, and you have to know how to help him let it out in a way that doen't hurt anybody else. You have to learn how to look for little signs that tell you what a child is feeling. You have to learn how to help a child understand what he is feeling. Understanding feelings is a very important part of personal and social development.

In order to help a child understand what he is feeling, you have to learn how to watch the things a child does very carefully. You have to learn how to listen very carefully to things a child says. You have to learn how to answer a child so that he knows you understand and accept what he is talking about.

In this module, you will learn:

- How to listen
- How to observe
- How to answer.

You will use these things with the children you teach. But these are not things that can be used only with children. You will see

Activity 1 (cont.)

that you can use the things you learn here to help you understand what adults are feeling, too.

In this module, you will learn:

- How to listen very carefully to the things someone says to you.

- How to observe very carefully the little things people do when they talk to you.

- How to put together what you hear and what you see so that you can understand what the person is feeling.

- How to answer the person once you understand what he is feeling.

These are some of the most important things you can learn in order to help a child with his personal and social development.

Unit II

Module 5

Trainee Directions

Activity 2: Observing Little Things

Equipment and Materials:

Activity Folder U2-M5-A2

Directions:

Break up into groups of three and follow the directions given in the activity.

Mode of Instruction

Individual
Small Group

Resource Person is / is not needed

Unit II

Module 5

ACTIVIY 2

OBSERVING LITTLE THINGS

For this activity, you will break up into groups of three. Two people in each group will have a conversation. One person will observe. You will do this activity three times so that everyone has the chance to be the person who observes.

The two talkers will have a four-minute conversation.

The first two talkers will talk about the problems they have had getting to work. They can be funny problems or serious problems.

The second two talkers will talk about problems they have had living in a city. They can be funny problems or serious problems.

The third two talkers will talk about problems they have had getting something fixed, like a car or a toaster, or any kind of machine. They can be funny problems or serious problems.

Activity 2 (cont.)

Here is what you are to do:

1. Choose someone to be the first observer.

2. If you have been chosen to be the observer read the column on the right for your directions.

3. If you are one of the talkers, read the column on the left for your directions.

TALKERS	OBSERVER
• Take one or two minutes to think about what you are going to say.	• Find the observation sheets for this activity.
• During the conversation, watch and try to remember the little things the other person does.	• Read the observation forms

Unit II

Module 5

Activity 2 (cont.)

TALKERS	OBSERVERS
• What to look for: Try to remember what the other person does with his arms and hands. Try to remember what he does with his legs. Try to remember if he shifts positions while you are talking. Try to remember what kinds of expressions are on his face while you are talking. Try to remember the tone of voice.	• Select one of the talkers to observe. Do not tell who you have selected.
• If you were not being observed, tell all the things you saw the other person do.	• Sit away from the talkers. Place your chair so that you can see both of them.

Unit II

Module 5

Activity 2 (cont.)

TALKERS

OBSERVERS

- Time the conversation. Each conversation should not continue for more than four minutes.

- Write down all the little things the person you are observing does.

- After the conversation, tell which person you were observing.

- Read to the others what you have written.

- Compare what the talker says he saw with what you saw. Do they match? How much did the talker miss?

Activity 2 (cont.)

4. Remember that the talkers do not know who the observer is going to observe. Each talker must watch the other talker carefully and try to remember the little things that happen during the conversation.

5. Repeat the activity, but choose someone else to be the observer.

6. Do the activity a third time with a new observer.

A NOTE: The last part of the observation sheet asks you to say whether what the observer saw matches what the talker saw. If the talker saw MOST of the things the observer saw, you may answer "YES". If the talker did not see most of the things the observer saw, you should answer "NO".

IF YOU HAVE ANY QUESTIONS ABOUT WHAT YOU ARE TO DO, ASK YOUR RESOURCE PERSON.

Activity 2 (cont.)

When you have each had a turn as an observer, discuss together how you think what you have learned about what people do with their bodies can help you in working with young children. If you have any questions ask your Resource Person to join your discussion group.

Activity 2 (cont.)

OBSERVATION FORM FOR ACTIVITY 2

YOUR NAME: _____

WHO ARE YOU OBSERVING?: _____

Write down all the little things you see this person do. Write down these things in the order she does them.

SOME THINGS TO LOOK FOR:

- Crossing and uncrossing arms
- Crossing and uncrossing legs
- Shifting the body in the chair
- Looking away from the other person
- Tapping fingers and toes
- Scratching
- Leaning forward and leaning back in the chair
- Rubbing face with hand
- Resting head on the hand
- Making a fist
- Jiggling the foot
- Squirming in the chair

Activity 2 (cont.)

OBSERVATION FORM FOR ACTIVITY 2

(cont.)

You may see things that are not on the list. Be sure to write everything you see whether it is on the list or not. Also listen to the way he talks. Does he talk fast or slow? Does his voice get louder and softer or does it stay the same way all the time he talks. Use the form on the next page.

Unit II

Module 5

Activity 2 (cont.)

WRITE WHAT YOU SEE:

1	16
2	17
3	18
4	19
5	20
6	21
7	22
8	23
9	24
10	25
11	26
12	27
13	28
14	29
15	30

If you run out of space, continue on the back of the page.

Unit II

Module 5

Activity 2 (cont.)

OBSERVATION FORM FOR ACTIVITY 2 (cont.)

Did He Talk Fast Or Slow? _____

Did his Voice Get Loud and Soft Or Did It Stay The Same?_____

_____.

Did What You Saw And What The Other Talker Saw Match?_____

Unit II

Module 5

Activity 2 (cont.)

READ THIS AFTER YOU HAVE DONE ACTIVITY 2

WHY DID YOU DO THIS ACTIVITY?

This activity is only the beginning. You are learning how to observe people. You are learning how to watch for little things that will tell you how they feel.

People talk with their bodies as well as with their words. People who are sad will probably stand with their heads down and their shoulders slumped. You can tell they are sad because of the way they are standing. They look sad. They are speaking with their bodies. Their bodies are saying, "I'm sad.".

People who are happy will probably stand up straight and hold their their heads high. You can tell they are happy becuse of the way they are standing. They look happy. They are speaking with their bodies. Their bodies are saying, "I'm happy.".

Unit II

Module 5

Trainee Directions

ACTIVITY 3

FIELD ACTIVITY

Purpose of Activity:

The purpose of this activity is to have the trainee obtain practice observing other people's body language.

Directions:

Read your directions and follow them carefully.

Unit II

Module 5

ACTIVITY 3

FIELD ACTIVITY

Take the three observations forms in the activity home with you. Fill these sheets out for three different people you talk to. You do not need to set up a special conversation. All you need to do is to try and remember the little things you see a person do while you are talking and to write those things down when you have finished talking.

If you have any problems, ask your Field Supervisor to help you. When you have finished the assignment, review the three sheets with your Field Supervisor.

Activity 3 (cont.)

OBSERVATION FORM FOR ACTIVITY 3

YOUR NAME: _____

WHO ARE YOU OBSERVING?: _____

Write down all the little things you see this person do. Write down these things in the order she does them.

SOME THINGS TO LOOK FOR:

- Crossing and uncrossing arms
- Crossing and uncrossing legs
- Shifting the body in the chair
- Looking away from the other person
- Tapping fingers and toes
- Scratching
- Leaning forward and leaning back in the chair
- Rubbing face with hand
- Resting head on the hand
- Making a fist
- Jiggling the foot
- Squirming in the chair

Unit II

Module 5

Activity 3 (cont.)

WRITE WHAT YOU SEE:

1	16
2	17
3	18
4	19
5	20
6	21
7	22
8	23
9	24
10	25
11	26
12	27
13	28
14	29
15	30

If you run out of space, continue on the back of the page.

Unit II

Module 5

Activity 3 (cont.)

OBSERVATION FORM FOR ACTIVITY 3

YOUR NAME: _____

WHO ARE YOU OBSERVING?: _____

Write down all the little things you see this person do. Write down these things in the order she does them.

SOME THINGS TO LOOK FOR:

- Crossing and uncrossing arms
- Crossing and uncrossing legs
- Shifting the body in the chair
- Looking away from the other person
- Tapping fingers and toes
- Scratching
- Leaning forward and leaning back in the chair
- Rubbing face with hand
- Resting head on the hand
- Making a fist
- Jiggling the foot
- Squirming in the chair

Activity 3 (cont.)

WRITE WHAT YOU SEE:

1	16
2	17
3	18
4	19
5	20
6	21
7	22
8	23
9	24
10	25
11	26
12	27
13	28
14	29
15	30

If you run out of space, continue on the back of the page.

Activity 3 (cont.)

OBSERVATION FORM FOR ACTIVITY 3

YOUR NAME: _____

WHO ARE YOU OBSERVING?: _____

Write down all the little things you see this person do. Write down these things in the order she does them.

SOME THINGS TO LOOK FOR:

- Crossing and uncrossing arms
- Crossing and uncrossing legs
- Shifting the body in the chair
- Looking away from the other person
- Tapping fingers and toes
- Scratching
- Leaning forward and leaning back in the chair
- Rubbing face with hand
- Resting head on the hand
- Making a fist
- Jiggling the foot
- Squirming in the chair

Activity 3 (cont.)

WRITE WHAT YOU SEE:

1	16
2	17
3	18
4	19
5	20
6	21
7	22
8	23
9	24
10	25
11	26
12	27
13	28
14	29
15	30

If you run out of space, continue on the back of the page.

Unit II

Module 5

Trainee Directions

Activity 4: Position

Equipment and Materials

Activity Folder U2-M5-A4

Directions: Break up into groups of three and follow the directions given in the activity.

Mode of Instruction

Individual

(Small Group)

Resource Person is / (is not) needed

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Unit II

Module 5

ACTIVITY 4

POSITION

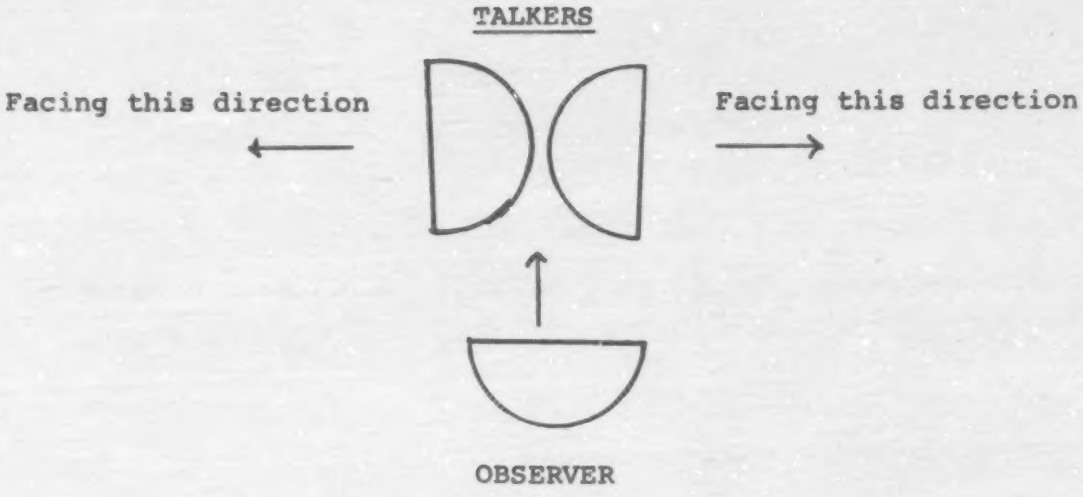
For this activity, you will break into groups of three. In each group, there will be two people who talk and one person who observes. There are three parts to this activity. Each person should have the chance to be the observer once.

This activity is about the way you sit when you are talking to someone. For each part of the activity, you will put your chairs in different positions so that you are facing a different direction each time.

PART 1

Position of the chairs: back to back. The observer sits off to the side so that the chairs look like the diagram on the top of the next page.

Activity 4 (cont.)



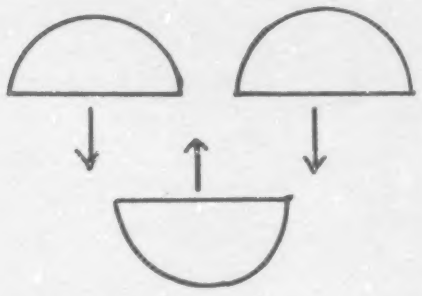
Talkers will have a four-minute conversation about some problems they have had getting to and from Community College for CDA classes. During the conversation, talkers may move their heads, but they may not move their bodies. They must sit facing opposite directions. The observer will watch both talkers carefully and fill out the observation form in this activity. After the conversation, the observer will ask each of the talkers the questions that are listed on the observation form at the end of this activity.

Activity 4 (cont.)

PART 2

Position of chairs: side by side, as if you were sitting on a bus. The observer will sit in front of the two talkers so that the chairs look like this

TALKERS



OBSERVER

Talkers will have a four-minute conversation about the best vacation they ever had. During the conversation, talkers may move their heads but not their bodies. They must sit facing forward.

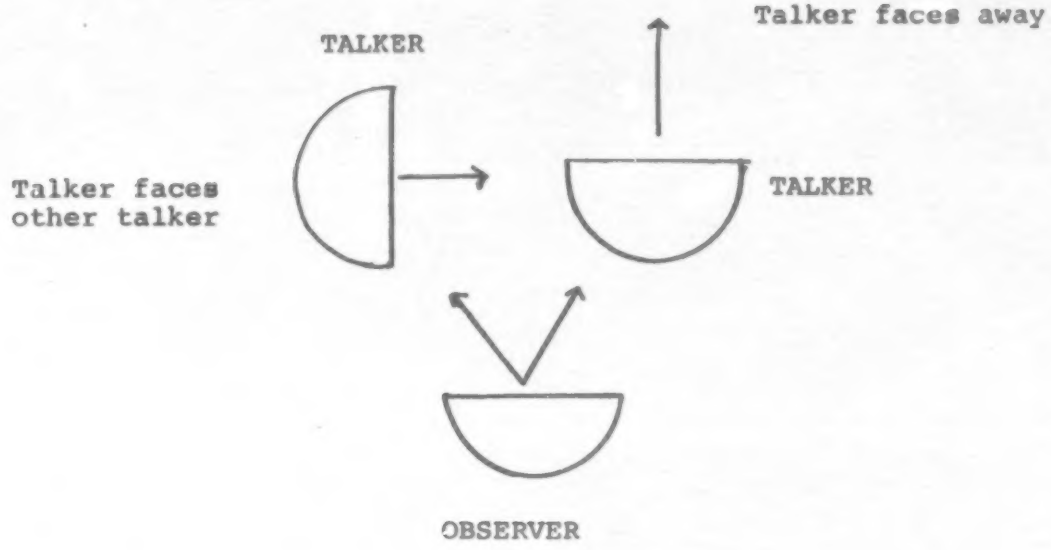
Activity 4 (cont.)

The observer will watch both the talkers closely and fill out the observation form. After the conversation, the observer will ask each of the talkers the questions that are listed on the observation form.

Activity 4 (cont.)

PART 3

Position of chairs One person facing the other person directly, the other person turned away. The observer sits behind the person who is turned away, so that the chairs look like this



Sees both talkers

Talkers will have a four-minute conversation about something that happened to them last week that they didn't like at all.

Activity 4 (cont.)

Talkers may move their heads but may not move their bodies during the conversation.

IF YOU HAVE ANY QUESTIONS ABOUT WHAT YOU ARE TO DO, ASK YOUR RESOURCE PERSON.

Unit II

Module 5

Activity 4 (cont.)

WHAT DID YOU LEARN FROM THIS ACTIVITY?

Think about how it made you feel to be talking to someone who wasn't looking at you, or if she was looking at you, she didn't have her body turned toward you. It's not very comfortable. You probably wanted to turn and face the other person fully at some point during the activity. You wanted to give the other person your full attention, and that is very hard to do if you are not facing her or she is not facing you.

What can you learn from that? You can learn that it is important to be aware of what you are doing when you talk to someone. Being aware of what you are doing is as important as being aware of what the other person is doing. If you talk to someone without facing him,you will make him feel that you don't care about what he has to say. If you talk to a child without facing him, he will think that you feel what he is saying is not important.

Activity 4 (cont.)

Turning your head to see a child who wants to talk to you is not enough. You must turn your body towards her too. Remember, your body speaks as well as your words. If you talk to someone without turning your body to her, your body is saying, "I'm only a little interested in what your're saying. If you talk to someone and turn to face her all the way, your body is saying, "I will talk to you now. I am interested in what you have to say.". You must be aware of what your body is saying while you are talking to the children in your class.

Unit II

Module 5

Activity 4 (cont.)

OBSERVATION FORM

NAME: _____

Which part of Activity 4 are you observing?

_____Part 1 _____Part 2 _____Part 3

Did the talkers move around a lot in their chairs?_____

Do you think they wanted to turn and face each other completely?

_____.

Did you have to stop them and remind them not to turn their bodies? If so, how many times?

_____.

PLEASE ASK THE TALKERS TO ANSWER THESE QUESTIONS:

1. Did you have any trouble hearing what the other person said?

Talker #1: Yes____ No____ Talker #2: Yes____ No____

Unit II

Module 5

Activity 4 (cont.)

2. Did you want to turn around and face the other person?

Talker #1: Yes_____ No_____ Talker #2: Yes_____ No_____

3. Which of these words tells how you felt while you were talking?

Talker #1:				Talker #2:			
Nervous	____	Annoyed	_____	Nervous	_____	Annoyed	_____
Angry	____	Calm	_____	Angry	_____	Calm	_____
Happy	____	Frustrated	_____	Happy	_____	Frustrated	_____
Other	____			Other	_____		

If "other", please explain.

_____

_____

_____

_____

If "other", please explain.

_____

_____

_____

_____

Please give this observation form to your Resource Person when you have finished Activity 4.

Unit II

Module 5

Activity 4 (cont.)

OBSERVATION FORM

NAME: _____

Which part of Activity 4 are you observing?

_____Part 1 _____Part 2 _____Part 3

Did the talkers move around a lot in their chairs?_____

Do you think they wanted to turn and face each other completely?

_____.

Did you have to stop them and remind them not to turn their bodies? If so, how many times?

_____.

PLEASE ASK THE TALKERS TO ANSWER THESE QUESTIONS:

1. Did you have any trouble hearing what the other person said?

Talker #1: Yes____ No____ Talker #2: Yes____ No____

Unit II

Module 5

Activity 4 (cont.)

2. Did you want to turn around and face the other person?

Talker #1: Yes_____ No_____ Talker #2: Yes_____ No_____

3. Which of these words tells how you felt while you were talking?

Talker #1:				Talker #2:			
Nervous	____	Annoyed	_____	Nervous	_____	Annoyed	_____
Angry	____	Calm	_____	Angry	_____	Calm	_____
Happy	____	Frustrated	_____	Happy	_____	Frustrated	_____
Other	____			Other	_____		

If "other", please explain.

_____

_____

_____

_____

If "other", please explain.

_____

_____

_____

_____

Please give this observation form to your Resource Person when you have finished Activity 4.

Unit II

Module 5

Activity 4 (cont.)

OBSERVATION FORM

NAME: _____

Which part of Activity 4 are you observing?

_____Part 1 _____Part 2 _____Part 3

Did the talkers move around a lot in their chairs?_____

Do you think they wanted to turn and face each other completely?

_____.

Did you have to stop them and remind them not to turn their bodies? If so, how many times?

_____.

PLEASE ASK THE TALKERS TO ANSWER THESE QUESTIONS:

1. Did you have any trouble hearing what the other person said?

Talker #1: Yes____ No____ Talker #2: Yes____ No____

Unit II

Module 5

Activity 4 (cont.)

2. Did you want to turn around and face the other person?

Talker #1: Yes_____ No_____ Talker #2: Yes_____ No_____

3. Which of these words tells how you felt while you were talking?

Talker #1:				Talker #2:			
Nervous	____	Annoyed	_____	Nervous	____	Annoyed	_____
Angry	____	Calm	_____	Angry	_____	Calm	_____
Happy	____	Frustrated	_____	Happy	_____	Frustrated	_____
Other	____			Other	_____		

If "other", please explain.

_____

_____

_____

_____

If "other", please explain.

_____

_____

_____

_____

Please give this observation form to your Resource Person when you have finished Activity 4.

Unit II

Module 5

Trainee Directions

Activity 5: Observing and Responding To Children

Equipment and Materials:

Activity folder U2-M5-A5

Directions:

Read the activity. Follow the directions.

Mode of Instruction

(Individual)
Small Group
Resource Person (is) / (is not) needed

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Unit II

Module 5

ACTIVITY 5

RESPONDING TO CHILDREN

Activity 5 is a group of situations that will help you begin to see the things children do that can tell you what they are feeling. Activity 5 will also help you begin to see some of the things you can do to help a child understand his feelings.

DIRECTIONS

1. Read each question carefully.

2. Read and follow the directions that are beneath each question.

3. Remember, your drawings do not have to be perfect.

Activity 5 (cont.)

4. When you have finished this activity, exchange papers with another trainee. That person will check to see if you followed the directions for each item.

Activity 5 (cont.)

1. How can you tell if a child is angry? By the expression on his face? By what he does? with his body?

   A. Draw a picture in the space below that shows a child showing anger by what he is doing with his body.

2. How can you tell if a child is happy? By the expression on her face? By what she does with her body?

   A. Draw a picture in the space below that shows a child showing happiness by the expression on her face.

Activity 5 (cont.)

3. How can you tell if a child is sad? By the expression on his face? By what he does with his body?

   A. Draw a picture in the space below that shows a child showing sadness by what he is doing with his body.

4. Which of the following is a better way of talking to a child:

   ___A. Squatting to be at eye-level with the child

   ___B. Standing and talking to a child.

   Why is the way you selected a better way of talking to a child? Write your reason, below.

Activity 5 (cont.)

5. Which of the following is a better way of talking to a child.

___A. Teacher looking directly a child while close to the child.

___B. Teacher talking from across room with body away from child but face toward child.

Why is the way you select a letter way of talking to a child? Write your answer below.

6. Which of the following is a better way of talking to a child.

___A. Teacher looking interestedly at child

B. Teacher looking at child and saying angry things

Why is the way you selected a better way of talking to a child? Write your answer below.

Unit II

Module 5

Trainee Directions

Activity 6: How The Body Tells What It Feels

Equipment and Materials:

Activity Folder U2-M5-A6

Directions:

Break up into groups of three and follow the directions given in the activity.

Mode of Instruction

Individual

Small Group

Resource Person is needed / is not

Unit II

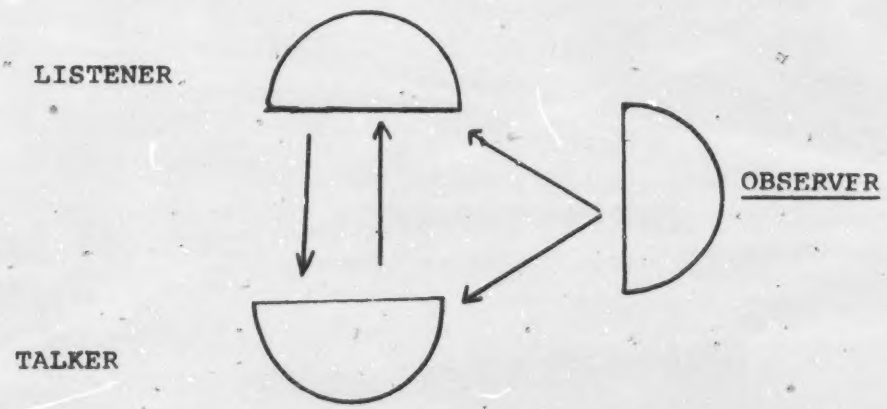
Module 5

ACTIVITY 6

HOW THE BODY TELLS WHAT IT FEELS

For this activity, you will break up into groups of three. In each group, you will choose one person to be the observer, one person to be the talker, and one person to be the listener. The activity will be done three times so that everyone has a chance to do each thing once.

Set up the chairs so that the talker and the listener are sitting close together and facing each other. The observer should sit so she can see both the talker and the listener clearly. The chairs should look like this:



Activity 6 (cont.)

The talker will talk for a minute about one of these:

1. Something that made me angry.
2. Something that made me happy.
3. Something that made me sad.
4. Something that was very frustrating.

While the talker is talking, the listener should be looking directly at the talker's eyes. The listener should also be trying to notice and remember the little things the talker is doing with her face, her arms, her hands, her legs, and her torso. After the talker is finished, the listener will write down all the things she remembers on an observation sheet.

While the talker is talking, the observer will write down all the things she sees the talker do. The observer will also mak make sure that the listener is looking right at the talker.

Activity 6 (cont.)

When the talker is finished, the listener will have a chance to write down all the things she saw the talker do. Then the listener and the observer will compare what they have written down.

When you have finished the first round, everybody should change seats so that there is a new observer, a new listener and a new talker. The new talker should pick one of the topics. It can be the same topic the first talker picked, or it can be any of the other topics. Then, with everybody in these new positions, the activity is repeated.

Make sure you do this activity three times so that everyone has the chance to be a listener, observer and talker. The observation forms for the observer and listener can be found in this activity.

IF YOU HAVE ANY QUESTIONS ABOUT WHAT YOU ARE TO DO, ASK YOUR RESOURCE PERSON.

Unit II

Module 5

Activity 6 (cont.) (TO BE COMPLETED BY OBSERVER)

OBSERVATION FORM

YOUR NAME: _____

WHO ARE YOU OBSERVING?: _____

SHE IS TALKING ABOUT: (Check One)

_____Something that made her angry

____ Something that made her happy

____ Something that made her sad

____ Something that was very frustrating

Write down all the little things you see this person do. Write them down in the order she does them.

SOMETHINGS TO LOOK FOR:

- Crossing and uncrossing arms
- Crossing and uncrossing legs
- Shifting the body in the chair
- Rubbing the face with the hand
- Resting the head on the hand
- Making a fist

Activity 6 (cont.) (TO BE COMPLETED BY OBSERVER)

- Looking away from the other person
- Jiggling the foot
- Tapping fingers and toes
- Squirming in her chair
- Scratching
- Leaning forward and leaning back in the chair

You may see things that are not on this list. Be sure to write down everything you see whether it is on this list or not. Also, listen to the way she talks. Does she talk fast or slow? Does she get louder and softer, or does she stay the same all the time she talks?

Write what you see:

1. _____ 7. _____

2. _____ 8. _____

3. _____ 9. _____

4. _____ 10. _____

5. _____ 11. _____

6. _____ 12. _____

Activity 6 (cont.)

(TO BE COMPLETED BY OBSERVER)

13. _____ 23. _____

14. _____ 24. _____

15. _____ 25. _____

16. _____ 26. _____

17. _____ 27. _____

18. _____ 28. _____

19. _____ 29. _____

20. _____ 30. _____

21. _____ 31. _____

22. _____ 32. _____

If you need more space, continue on the back of this page.

Unit II

Module 5

Activity 6 (cont.) (TO BE COMPLETED BY OBSERVER)

Did she talk fast or slow? _____.

Did she get loud and soft, or did she stay the same_____.

Did you and the listener see mostly the same things?_____.

Can you begin to see how the body tells what it feels?_____.

How?

Unit II

Module 5

Activity 6 (cont.) (TO BE COMPLETED BY LISTENER)

OBSERVATION FORM

YOUR NAME: _____

To Whom Were You Listening: _____

My Observations

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Unit II

Module 5

Activity 6 (cont.)

EMOTION AND THE BODY

In this activity, you watched and listened to people talking about strong feelings: anger, happiness, sadness and frustration. This should help you start to see how your feelings come out in the things you do as well as in the words you say.

Sometimes, preschool children cannot tell you what they are feeling. They might not understand what they are feeling, or they might not know the word for it. You have to be able to understand what they are feeling by watching the things they do.

Unit II

Module 5

Trainee Directions

Activity 7: Watching The Listener

Equipment and Materials:

Activity Folder U2-M5-A7

Directions:

Break up into groups of three and follow the directions given in the activity.

Mode of Instruction

Individual

(Small Group)

Resource Person is (is not) needed

Unit II

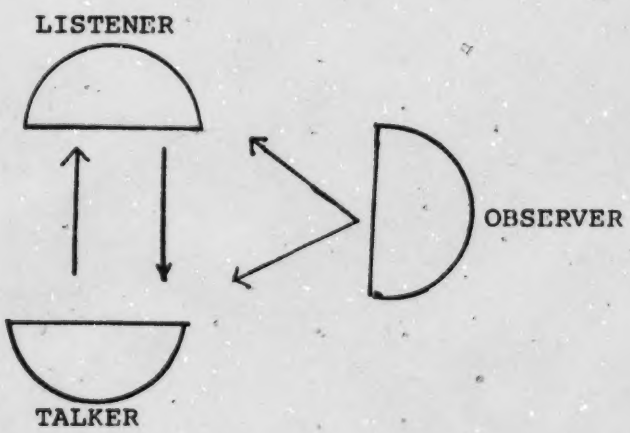
Module 5

ACTIVITY 7

WATCHING THE LISTENER

For this activity you will break up into groups of three. Each group will choose one person to be the observer, one person person to be the listener, and one person to be the talker. The activity will be done three times so that each person has a chance to do each thing once.

Set up the chairs so that the talker and the listener are sitting close together and facing each other. The observer should sit so she can see both the talker and the listener clearly. The chairs should look like this:



Activity 7 (cont.)

The observer should use the observation form included in this activity. The talker will talk for a minute about one of these:

1. Something that I really like to do.
2. Something that I really hate to do.
3. Something I find very boring.

While the talker is talking, the listener should be looking directly at the talker's eyes. The talker should be looking directly at the listener's eyes.

While the talker is talking, the observer will write down all the things she sees the listener do on Oberservation Sheet #1. The observer should also make sure that the talker and the listener are looking directly at each other. If the observer sees they are not looking at each other, she should stop them and tell them.

The talker should talk for a minute one one of the three topics. After the talker has finished, she will write down

Activity 7 (cont.)

all the things she saw the listener do. The talker should use Observation Sheet #2.

When the talker has finished writing, the observer and the talker will compare what they have written down.

After that, everybody should get up and move over so that there is a new observer, a new listener, and a new talker. The new talker should pick one of the topics. It can be the same topic the first talker picked, or it can be any of the other topics.

Repeat the activity.

IF YOU HAVE ANY QUESTIONS ABOUT WHAT YOU ARE TO DO, ASK YOUR RESOURCE PERSON.

Unit II

Module 5

Activity 7 (cont.) (TO BE COMPLETED BY OBSERVER)

OBSERVATION FORM

#1

YOUR NAME: _____

WHO ARE YOU OBSERVING?: _____

SHE IS LISTENING TO SOMEONE TALK ABOUT:

_____ Something that I really like to do.

_____ Something that I really hate to do.

_____ Something I find very boring.

Write down all the little things you see this person do.

Write them down in the order she does them.

SOMETHINGS TO LOOK FOR:

- Crossing and uncrossing arms
- Crossing and uncrossing legs
- Rubbing the face with the hands
- Resting the head on the hand

Unit II

Module 5

Activity 7 (cont.)

(TO BE COMPLETED BY OBSERVER)

- Shifting the body in the chair
- Tapping fingers and toes
- Scratching
- Making a fist
- Jiggling the foot
- Squirming in the chair
- Leaning forward and leaning back in the chair

You may see things that are not on this list. Be sure to write down everything you see whether it is on the list or not.

Write down what you see:

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

_____

Unit II

Module 5

Activity 7 Cont. (TO BE COMPLETED BY OBSERVER)

11. 16.

12. 17.

13. 18.

14. 19.

15. 20.

If you need more space, continue on the back of this sheet.

DID YOU AND THE TALKER SEE MOSTLY THE SAME THINGS?_____

Unit II

Module 5

Activity 7 (cont.) (TO BE COMPLETED BY THE TALKER)

OBSERVATION FORM
#2

YOUR NAME: _____

WHO DID YOU OBSERVE?: _____

ALL THE THINGS I SAW THE LISTENER DO

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Unit II

Module 5

Activity 7 (cont.) (TO BE COMPLETED BY TALKER)

OBSERVATION FORM

_____

10. _____

11. _____

12. _____

If you need more space, continue on the back of this sheet.

Unit II

Module 5

Activity 7 (cont.)

THE IMPORTANCE OF WATCHING THE PERSON YOU ARE TALKING TO

THE IMPORTANCE OF KNOWING WHAT YOU DO WHILE YOU LISTEN

Your body doesn't stop talking just because your mouth isn't moving. It is important to watch the person you are talking to because the little things he does will tell you how he feels. His body will talk to you even when his mouth is closed. Whether you are talking or listening, you have to be able to see what a child is doing. A child will tell you things with his body even when he is not saying anything.

It is important to know what you are doing when you listen to someone. Your body is talking even if your mouth isn't. Depending on what you do while you are listening, your body can say, "I think what you are saying is very important, please go on." or "I don't care about what you are saying.". You must be aware of the way you sit and the things you do while you are listening to someone.

Unit II

Module 5

Resource Person Directions

ACTIVITY 8: LISTENING WITHOUT JUMPING TO CONCLUSIONS

EQUIPMENT AND MATERIALS

Trainee

Activity Folder U2-M5-A8

Resource Person

Tape Cassette

Tape Recorder

Activity Folder U2-M5-A8

DIRECTIONS

Trainee

To do this activity, you will need three people. Follow the directions in this activity.

Resource Person

Be available to answer questions.

MODE OF INSTRUCTION

Individual

(Small Group)

Resource Person (is) is not needed

Unit II

Module 5

ACTIVITY 8

LISTENING WITHOUT JUMPING TO CONCLUSIONS

You will need three people to do this activity. Each person is to do the following:

1. By yourself, make up a short story about something that has happened to you in your preschool center.

2. When everyone has made up their story, each person is to go off by himself or herself and put the story on tape. Be sure not to put the ending of your story on tape.

3. Form a circle and listen to each story. The group's task is to try to determine what is the ending of the story.

   Once the story has been played, the individual, who recorded the story, will ask the group how they think the story ended.

   After discussion, the individual will tell how the story actually ended.

4. Each person is to take a turn doing Step 3.

Activity 8 (cont.)

5. After you have all had a turn with your stories, talk about the following things:

   A. Why did you think the story should have ended the way you ended it?

   B. What judgements did you make that were not right?

   C. How does what you think keep you from hearing what the other person is saying?

6. After everyone in the group has had a turn, try to answer the following questions?

   A. Why is it important to listen without jumping to conclusions?

   B. What should you do as a result of this when you listen to children?

Unit II

Module 5

Trainee Directions

Activity 9

FIELD ACTIVITY

Purpose of The Activity

The purpose of this activity is to have you practice observing a child while talking to him.

Unit II

Module 5

ACTIVITY 9

FIELD ASSIGNMENT

This activity will give you a chance to practice observing a child while you talk to him. It will also give you a chance to find out how well you are able to see the little things a child does while you talk to him. Use the three observation sheets included in this activity. They are the same observation sheets you used in Activity 6.

Directions

1. Make an appointment with your Field Supervisor to come and observe you.

2. Make arrangements to have short talks with three children in your center. Your Field Supervisor will observe you and the children you talk to.

3. After each talk, you will fill out an observation form for the child.

Activity 9 (cont.)

4. Then, you and your Field Supervisor will compare what you have written down. This activity is like Activities 6 and 7.

If you want to, you may take some extra observation forms and practice on some other children in your center before your Field Supervisor comes to observe you. But your Field Supervisor should not observe you talking to the same child you usedto practice your field assignment.

When you have finished this assignment, give your observation forms to your Field Supervisor.

IF YOU HAVE ANY QUESTIONS ABOUT WHAT YOU ARE TO DO, ASK YOUR FIELD SUPERVISOR.

Unit II

Module 5

Activity 9 (cont.)

OBSERVATION FORM

YOUR NAME: _____

WHO ARE YOU OBSERVING?: _____

SHE IS TALKING ABOUT: (Check One)

_____Something that made her angry

____ Something that made her happy

____ Something that made her sad

____ Something that was very frustrating

Write down all the little things you see this person do. Write them down in the order she does them.

SOMETHINGS TO LOOK FOR:

- Crossing and uncrossing arms
- Crossing and uncrossing legs
- Shifting the body in the chair
- Rubbing the face with the hand
- Resting the head on the hand
- Making a fist

Activity 9 (cont.)

- Looking away from the other person
- Tapping fingers and toes
- Scratching
- Jiggling the foot
- Squirming in her chair
- Leaning forward and leaning back in the chair

You may see things that are not on this list. Be sure to write down everything you see whether it is on this list or not. Also, listen to the way she talks. Does she talk fast or slow? Does she get louder and softer, or does she stay the same all the time she talks?

Write what you see:

1. _____ 7. _____

2. _____ 8. _____

3. _____ 9. _____

4. _____ 10. _____

5. _____ 11. _____

6. _____ 12. _____

Activity 9 (cont.)

13. _____ 23. _____

14. _____ 24. _____

15. _____ 25. _____

16. _____ 26. _____

17. _____ 27. _____

18. _____ 28. _____

19. _____ 29. _____

20. _____ 30. _____

21. _____ 31. _____

22. _____ 32. _____

If you need more space, continue on the back of this page.

Activity 9 (cont.)

Did she talk fast or slow? _____.

Did she get loud and soft, or did she stay the same_____.

Did you and the listener see mostly the same things?_____.

Can you begin to see how the body tells what it feels?_____.

How?

Activity 9 (cont.)

OBSERVATION FORM

YOUR NAME: _____

WHO ARE YOU OBSERVING?: _____

SHE IS TALKING ABOUT: (Check One)

_____Something that made her angry

____ Something that made her happy

____ Something that made her sad

____ Something that was very frustrating

Write down all the little things you see this person do. Write them down in the order she does them.

SOMETHINGS TO LOOK FOR:

- Crossing and uncrossing arms
- Crossing and uncrossing legs
- Shifting the body in the chair
- Rubbing the face with the hand
- Resting the head on the hand
- Making a fist

Activity 9 (cont.)

- Looking away from the other person
- Tapping fingers and toes
- Scratching
- Jiggling the foot
- Squirming in her chair
- Leaning forward and leaning back in the chair

You may see things that are not on this list. Be sure to write down everything you see whether it is on this list or not. Also, listen to the way she talks. Does she talk fast or slow? Does she get louder and softer, or does she stay the same all the time she talks?

Write what you see:

1. _____ 7. _____

2. _____ 8. _____

3. _____ 9. _____

4. _____ 10. _____

5. _____ 11. _____

6. _____ 12. _____

Activity 9 (cont.)

13.	23.
14.	24.
15.	25.
16.	26.
17.	27.
18.	28.
19.	29.
20.	30.
21.	31.
22.	32.

If you need more space, continue on the back of this page.

Activity 9 (cont.)

Did she talk fast or slow? _____.

Did she get loud and soft, or did she stay the same_____.

Did you and the listener see mostly the same things?_____.

Can you begin to see how the body tells what it feels?_____.

How?

Activity 9 (cont.)

OBSERVATION FORM

YOUR NAME:_____

WHO ARE YOU OBSERVING?:_____

SHE IS TALKING ABOUT: (Check One)

_____Something that made her angry

____ Something that made her happy

____ Something that made her sad

____ Something that was very frustrating

Write down all the little things you see this person do. Write them down in the order she does them.

SOMETHINGS TO LOOK FOR:

- Crossing and uncrossing arms
- Crossing and uncrossing legs
- Shifting the body in the chair
- Rubbing the face with the hand
- Resting the head on the hand
- Making a fist

Activity 9 (cont.)

- Looking away from the other person
- Jiggling the foot
- Tapping fingers and toes
- Squirming in her chair
- Scratching
- Leaning forward and leaning back in the chair

You may see things that are not on this list. Be sure to write down everything you see whether it is on this list or not. Also, listen to the way she talks. Does she talk fast or slow? Does she get louder and softer, or does she stay the same all the time she talks?

Write what you see:

1. _____ 7. _____

2. _____ 8. _____

3. _____ 9. _____

4. _____ 10. _____

5. _____ 11. _____

6. _____ 12. _____

Activity 9 (cont.)

13. _____ 23. _____

14. _____ 24. _____

15. _____ 25. _____

16. _____ 26. _____

17. _____ 27. _____

18. _____ 28. _____

19. _____ 29. _____

20. _____ 30. _____

21. _____ 31. _____

22. _____ 32. _____

If you need more space, continue on the back of this page.

Activity 9 (cont.)

Did she talk fast or slow? _____.

Did she get loud and soft, or did she stay the same_____.

Did you and the listener see mostly the same things?_____.

Can you begin to see how the body tells what it feels?_____.

How?

Unit II

Module 5

Trainee Directions

Activity10: Listening Hard

Equipment and Materials:

Activity Folder U2-M5-A9

Directions:

Break up into groups of three and follow the directions given in the activity.

Mode of Instruction

Individual
Small Group
Resource Person is / is not needed

149

Activity 10 (cont.)

LISTENING HARD

It is important to be able to hear the exact words someone says to you. If you don't hear the words exactly, you will have difficulty knowing what they mean. Many people don't really listen to the words. They just try to get the idea. But if you don't listen to the words, it's harder to get the idea.

If a child says something to you, you owe it to him to hear exactly what he says. If you can give a child the feeling that he is being understood, it will help his personal and social development.

Unit II

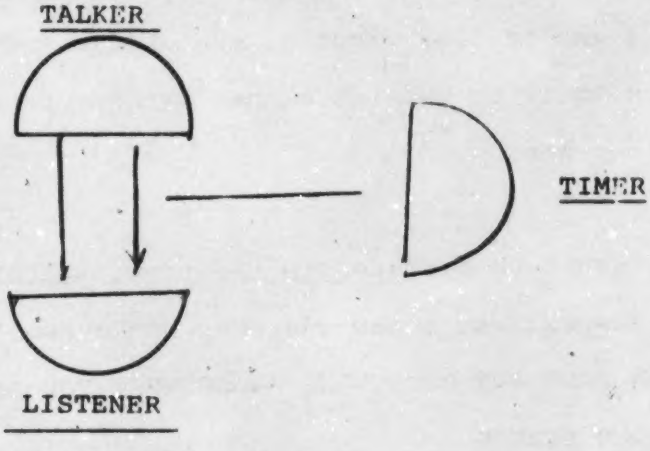
Module 5

ACTIVITY 10

LISTENING HARD

For this activity, you will break up into groups of three. Each group will choose one person to be the talker, one person to be the listener, and one person to be the timer. The activity will be done three times so that each person in the group has a chance to do each thing once. The group will need a cassette tape recorder and a blank cassette tape.

Set up the chars so that the talker and the listener are sitting close together and facing each other. The time should sit so that he can clearly see both the talker and the listener. The chairs should look like this:



Unit II

Module 5

The timer will turn the tape recorder on so that what is said is recorded on the tape. The talker will make short a statement about the house she lives in. For example, she might say, "I live in a big, green house on Douglas Street. There are eight rooms in my house." The timer will time thirty seconds and tell the listener when the time is up. After thirty seconds, the listener will repeat word for word what the talker said. Then the talker will say something else about the house she lives in. The timer will time thirty seconds. The listener will repeat what the talker said word for word. This should go on for five minutes. The time should make sure the listener and the talker are looking directly at each other. If they are not looking at each other, she should stop them and tell them.

At the end of five minutes, you should rewind the tape and listen to it to make sure the listener repeated the talker word for word.

After you have listened to the tape, switch seats so there is a new talker, a new listener and a new timer.
IF YOU HAVE ANY QUESTIONS ABOUT WHAT YOU ARE TO DO, ASK YOUR RESOURCE PERSON.

Unit II

Module 5

Trainee Directions

Activity 11: Responding To What You Hear

Equipment and Materials:

Activity Folder U2-M5-A11

Directions:

Break up into groups of three. Follow the directions given in the activity.

Mode of Instruction

Individual

(Small Group)

Resource Person is needed / (is not)

Unit II

Module 5

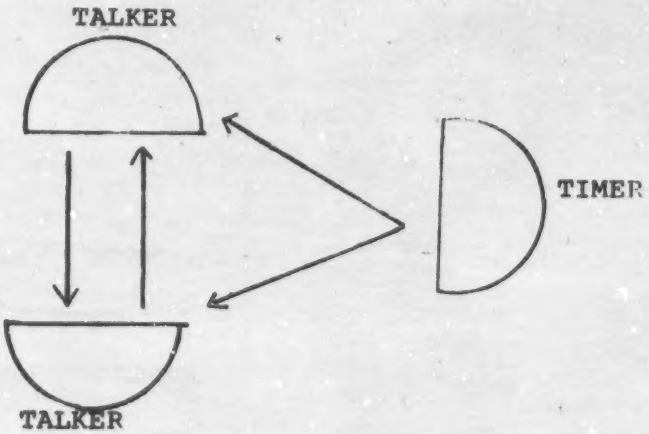
ACTIVITY 11

RESPONDING TO WHAT YOU HEAR

For this activity, you will break up into groups of three. Each group will choose two talkers and one time. The activity will be done three times so that each person has the chance to be the timer once.

Set up the chairs so that the two talkers are sitting close together and facing each other. The timer should sit so that she can clearly see both of the talkers.

The chairs should look like this:



Activity 11 (cont.)

The timer should make sure she has a watch with a second hand on it. The talkers will have a five minute conversation about one of these topics:

1. What would happen to you if your center had to shut down?

2. Why do you think you should be paid for being part of CDA?

3. What you would do if a new head teacher came into your classroom and the two of you could not get along?

First, the talker on the timer's left will say something. The timer will time thirty seconds. The talker will have to repeat what the first talker said word for word Then she will say something of her own. The timer will time thirty seconds. The talker on the timer's left will repeat

Activity 11 (cont.)

what the other talker said word for word. Repeat only the new part of the statment. Do not repeat something you have said said before. Keep this up for five minutes.

The timer should make sure the two talkers are looking directly at each other while they are talking.

After five minutes, switch places so that there is a new timer.

Activity 11 (cont.)

LISTENING AND TALKING

This activity should help you be able to listen to what someone is saying to you while you are thinking of what you are going to say to them.

Listening and talking are harder than most people think. But a lot of people don't really listen. They take short cuts. They don't listen to the exact words. They jump to conclusions.

You owe it to the children in your class not to take any short cuts when you are listening and talking to them. You must be able to listen carefully to what they say. You must be able to answer them in a way that tells them you understood what they meant. You must be able to answer them and not make them feel very badly about themselves.

Activity 11 (cont.)

If you can do this, you will be adding something very important to a child's personal and social development.

Unit II

Module 5

Trainee Directions

Activity 12: Letting What You Hear Sink In

Equipment and Materials:

Activity Folder U2-M5-A12

Directions:

Break up into groups of three. Follow the directions given in the activity.

Mode of Instruction

Individual
(Small Group)
Resource Person is / (is not) needed

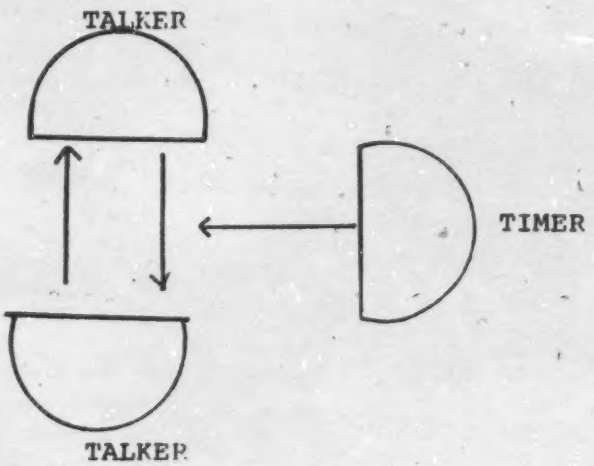
Unit II

Module 5

ACTIVITY 12

LETTING WHAT YOU HEAR SINK IN

For this activity, you will break up into groups of three. In each group there will be two talkers and one timer. The activity will be done three times so that each person has a chance to do each thing. Arrange the chairs so that the two talkers are facing each other and the timer is off to the side. The chairs should look like this:



Activity 12 (cont.)

WHAT HAPPENS WHEN YOU DON'T REALLY LISTEN

If you answer someone before you really understand what he is talking about, you're not listening to what he is saying. This is just as bad as jumping to conclusions. You must think about what you hear before you answer. That doesn't mean you always have to wait thirty seconds before you answer someone. It does mean that you should try to take more time when you talk.

You owe it to the children in your class to listen very carefully to what they say. Sometimes it is hard. Sometimes they say things that don't seem to be important or don't seem to make sense. But if you give yourself a chance to think about what the child is saying to you, you'll have a better chance of finding out what the child really means.

Activity 12 (cont.)

First, the talker on the timer's left will say something. The talker on the timer's right will have to wait thirty seconds before she gives an answer. The timer will mark off the thirty seconds and tell the talkers when they can talk. The reason for waiting thirty seconds is so the talkers can have a chance to think about what they heard. It is important to think about what you hear before you give an answer. Each conversation should last five minutes.

The first two talkers will talk about the problem of their records being lost so they have trouble getting promotions or pay raises.

The second two talkers will talk about the problem of being transferred to a center far away from home without having anything to say about it.

Activity 12 (cont.)

The third two talkers will talk about the problem of being told they are going to have to work hours they don't like.

Be sure there is a different timer each time you do this activity.

IF YOU HAVE ANY QUESTIONS ABOUT WHAT YOU ARE TO DO, ASK YOUR RESOURCE PERSON.

Unit II

Module 5

ACTIVITY 13

PUTTING IT ALL TOGETHER - A VIDEO TAPE PRESENTATION

For this activity, you will see a video tape that will help you put together everything you learned in this module.

In this activity, you will have to be able to tell what someone is feeling. You will see someone or the tape saying different things in different ways. You will have to try to figure out what she is feeling. You will have to pick out what you would say to her.

You will need to have the answer sheets from Activity Folder U2-M5-A13 ready while you watch this tape.

If you have any questions while you are watching the tape, write them down and ask your Resource Person after the tape is over.

Unit II

Module 5

Trainee Directions

Activity 13: Putting It Together and Responding

Equipment and Materials:

Activity Folder U2-M5-A13

Video Tape U2-M5-A13TV

Diret

Directions:

Ask the Resource Person to set up the video tape equipment for you. Follow the directions given on the tape.

Mode of Instruction

(Individual)
Small Group
Resource Person (is) is not needed

Unit II

Module 5

Activity 13

PART I

A.

Frustration	_____	Happiness	_____
Anger	_____		_____
Eagerness	_____	Anxiety	_____
Excitement	_____	Fear	_____

QUESTIONS

What told you it was this feeling?

How would you respond to that feeling?

I would say:

You seem very happy.

You seem very angry.

You seem very frightened.

B.

Frustration	_____	Happiness	_____
Anger	_____		_____
Eagerness	_____	Anxiety	_____
Excitement	_____	Fear	_____

QUESTIONS

What told you it was this feeling?

How would you respond to that feeling?

I would say:

You seem very happy.

You seem very angry.

You seem very frightened.

Unit II

Module 5

C. Frustration _____ Happiness _____

Anger _____

Eagerness _____ Anxiety _____

Excitement _____ Fear _____

QUESTIONS

What told you it was this feeling?

How would you respond to that feeling?

I would say:

You seem very happy.

You seem very angry.

You seem very frightened.

PART II

A. Does she mean what she says? Yes _____ No _____

How do you know?

B. Does she mean what she says? Yes _____ No _____

How do you know?

PART III

A.

1. What is her feeling?

2. How would you respond to her?

B.

1. What is her feeling?

2. How would you respond to her?

C.

1. What is her feeling?

2. How would you respond to her?

D.

1. What is her feeling?

2. How would you respond to her?

PART IV

A. Check the right response.

1.

a. You seem happy because Bobby can go to the store with you.

b. You seem angry that Bobby is going to the store with you.

2.

a. You seem upset that you got paint on your dress.

b. You seem to be afraid that you got paint on your dress.

3.

a. You seem anxious about wanting another cookie.
b. You seem angry because you want another cookie.

B. How would you respond to her?

1.

a. You seem happy because Bobby can to to the store with you.
b. You seem angry that Bobby is going to the store with you.

2.

a. You seem upset that you got paint on your dress.
b. You seem to be afraid that you got paint on your dress.

3.

a. You seem anxious about wanting another cookie.
b. You seem angry because you want another cookie.

Unit II

Module 5

Trainee Directions

Activity 14: Field Activity

Purpose of the Activity

To determine if you have mastered the body, listening and attending skills of this module.

Unit II

Module 5

Activity 14

FIELD ACTIVITY

For this activity, you will need to select a child from your class. Pick a child who usually gives you problems. Pick a child you sometimes have trouble with.

You will observe this child for three different half-hour periods. You will write down what the child does and the things he says. You will write down what you think the child is feeling when you are observing him. Use the sheets in this activity.

Immediately after you have done this, you will arrange to have one five minute talk with the child. You will talk about his feelings. You should try to make the child understand that you know what he is feeling and that it is alright to have those feelings. You should try to help the child understand what he is feeling.

Activity 14 (cont.)

Your Field Supervisor will observe you during your last half-hour observation period and during your talk with the child. Your Field Supervisor will check on:

1. How well you can see the little things the child does that tells you how he/she feels.

2. Your posture while you talk to the child.

3. How well you can hear exactly what the child says to you.

4. How well you can answer what the child says.

5. Whether or not you help the child begin to understand what he is feeling.

Activity 14 (cont.)

If you want to, you may arrange to practice this assignment with your Field Supervisor before you try for mastery of this module. You may arrange to practice as many times as you want.

IF YOU HAVE ANY QUESTIONS ABOUT WHAT YOU ARE SUPPOSED TO DO FOR MASTERY OF THIS MODULE, ASK YOUR FIELD SUPERVISOR.

Unit II

Module 5

OBSERVATION SHEET

YOUR NAME: _____

NAME OF CHILD: _____

Day and Time of Observation _____

- -

OBSERVATION

What The Child Does	What The Child Says	What I think The Child Is Feeling

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What The Child Does	What The Child Says	What I Think The Child Is Feeling

What The Child Does	What The Child Says	What I Think The Child Is Feeling

Unit II

Module 5

OBSERVATION SHEET

YOUR NAME: _____

NAME OF CHILD: _____

Day and Time of Observation _____

- -

OBSERVATION

What The Child Does	What The Child Says	What I think The Child Is Feeling

Unit II

Module 5

OBSERVATION SHEET

YOUR NAME: _____

NAME OF CHILD: _____

Day and Time of Observation _____

- -

OBSERVATION

What The Child Does	What The Child Says	What I think The Child Is Feeling

What The Child Does	What The Child Says	What I Think The Child Is Feeling

PROBLEM SOLVING

Unit II

Module 5

Unit II

Module 5

PROBLEM SOLVING

Ronnie came to school after most of the other children were already there. The teacher was busy helping Mitzi and Randy make play dough. Ronnie came over to her and said, "Hello.". She said "Hi, Ronnie" and started telling Mitzi how to mix the dough with her hands. Ronnie said, "Teacher." and she said, "I cannot talk to you now, Ronnie, I'm busy." Ronnie walked over to the puzzle table and sat down. He started putting a puzzle together. James came over and started putting some of the pieces into the puzzle. Ronnie pulled the puzzle away and worked on it some more. James tried again to put a piece into the puzzle but Ronnie pulled the piece out of his hand. James then went over to string some beads with Robert.

When it was clean-up time, Ronnie just sat at the table. The teacher told him to put the puzzles away but he just sat there. Finally the teacher came over to him and told him to put the puzzles away right now. He got up slowly and put them away.

Unit II

Module 5

Ronnie had to be told three times to finish up in the bathroom and sit down for lunch.

At the lunch table, Ronnie ate in a picky way and didn't talk to anyone. When Kim tried to give him an extra cookie, Ronnie pushed her hand away and ignored her.

The teacher was helping Ronnie get ready for his nap. She said, "Ronnie, you have new shoes. I really like them. I like the color and I bet you can run very fast in them. Can you?" Ronnie smiled and said "Uh huh. I ran to school and beat my brother."

When Ronnie got up from rest time, he quickly folded his blanket and put it away. He sat down at the table for snacks. He asked to pass out the cheese and told James that he beat his brother coming to school. After snack he put on his coat and said to James, "Lets ride bikes when we go outside."

Unit II

Module 5

Questions:

1. What was Ronnie feeling like in the morning? What kinds of things was he doing to show you how he felt? Why do you think he felt that way?

2. What was Ronnie feeling like in the afternoon? What kinds of things was he doing to show you how he felt?

3. What do you think made Ronnie feel differently in the afternoon?

4. Could the teacher have done anything in the morning to make Ronnie feel better?

5. When Ronnie started to talk to the teacher in the morning, could she have done anything to keep Ronnie from getting upset? What could she have done?

Unit II

Module 5

Bernice's mother has come to school and asks to speak to you. While she is talking to you, Roberta is pulling your shirt and calling your name. You tell her to wait a minute because you're talking to someone. She continues to pull at your shirt and you push her away.

Melvin and Aretha are fighting over a broom. Melvin is yelling for you to tell Artha it's his broom. You tell them to stop fighting and get something else to do but you say it while you are looking at Bernice's mother. They continue to fight. You go over and take the broom and return to Bernice's mother.

You finally tell her that you want to talk to her, but first you must speak to the other teacher. It will only take a minute. Then you and she will be able to meet in an empty room which will allow you to give her your complete attention.

Unit II

Module 5

Questions:

1. What is Roberta telling you when she pulls your shirt? Why do you think she kept pulling it after you told her to wait a minute? Could you have done anything to help her wait?

2. What did your actions tell Roberta when you pushed her away? What else could you have done to get her to leave you alone?

3. When you told Melvin and Aretha to stop fighting but you were looking at Bernice's mother, what do you think they felt you were feeling about them? Could that be the reason that the children kept fighting.

4. How do you think Bernice's mother felt when you told her to wait a minute while you made arrangements to talk to her outside of the classroom? Was it a good idea to do this?

Unit II

Module 5

It is free-play time in your center. Aaron has been having trouble playing with the other kids. He wanted a truck that Neil was playing with and tried to take it away from him. Neil screamed and kicked Aaron and Aaron had to be told to leave Neil alone. Aaron has been standing by himself, sucking his thumb and watching Bernie and James build a garage. All of a sudden, Aaron runs over and kicks the blocks and knocks down the building. You yell at Aaron to come over to you. Aaron stands there with a smile and will not move. You walk over to him and say, "Aaron, why did you do that?" Aaron continues to smile and says nothing. You stoop down so that you are eye level with Aaron and take hold of each of his arms. You say, "Aaron, I am talking to you . Why won't you answer me?" Aaron twists around so his face and body is away from you. He says "Cause.". You say, "Aaron, look at me. I want to talk to you." Aaron remains twisted around and will not look at you. You turn him around and hold his face so that it is facing you. You look directly at him and say, "Aaron, I would like to know why you kicked the building?" Aaron looks at the floor and tries to pull away.

Unit II

Module 5

Questions:

1. What do you know about Aaron and the way he felt from what he has done with his body?

2. What did you let Aaron know about the way you felt from the way you used your body?

3. What other ways could you use your body to let Aaron know you care about him?

4. Are there things you could do with your body to get Aaron to talk to you?

5. What do you think Aaron felt when he kicked the blocks? How do you know he felt that way from what he did?

6. What do you think Aaron felt when he was standing by himself sicking his thumb? How do you know?

7. What do you think Aaron felt when he was looking at the floor and pulling away from you. How do you know?

Unit II

Module 5

Shirley and Danielle were playing in the doll corner. Shirley was fixing dinner and Danielle was feeding her baby. Shirley told Danielle to sit down for dinner and Danielle say, "Uh Uh, I'm feeding my baby." Shirley said, "You gotta eat my dinner, you put your baby down now and sit down and eat." Danielle said, "I ain't gonna eat your dinner." Shirly went over to Danielle, grapped her doll and threw it on the floor. She, then, started to pull Danielle out of the chair. Danielle held onto the chair with her hand and started kicking Shirley. Shirley, in turn, began to yell at Danielle. The teacher came over and asked what were they doing. The two children started talking at once-each saying that the other had hit or kicked them. The teacher said, "I will talk to each of you, one at a time." She sat down on a chair and pulled Shirley to her. She looked at Shirley, leaned forward and asked her to tell what happened. Shirley told her that she had cooked dinner for Danielle and Danielle would-not eat it. The teacher said, "You must have been angry at Danielle". Shirley said, "Yes". The teacher said, "Why were you angry?" Shirley said, "Cause I made her dinner and

she wouldn't eat it.". The teacher said, "Yes. And Danielle is your friend and you wanted to do something for her." Shirley nodded her head yes and started to cry. She said, I wanted to play with her. I was mad because she wouldn't play with me." Her teacher said, "So you pulled the doll away and tried to get her to play with you." Shirley nodded her head yes. The teacher asked, "Did you tell her you wanted her to play with her?" Shirley said "No.". She asked, "Did you tell tell her that you wanted to be her friend?" Shirley said "No.". The teacher told her that it might have been better if she had told Danielle how she really felt rather than to become angry at her and hurt her. Danielle could not know why Shirley hit her or now she felt about her. She suggested that Shirley tell Danielle that she wanted to play with her because she liked her. Also, to ask if Danielle would play with her now. Danielle,said, "Yes.", and the two children started playing again.

Unit II

Module 5

Questions:

1. How did what the teacher did help or hurt the situation?

2. Why do you think Shirley was able to ask Danielle to play again? How did the teacher help her do that?

3. Did Shirley feel that the teacher cared about her? What did the teacher do to help Shirley feel this way?

4. Did Shirley feel that the teacher listened and responded to her? What did the teacher say and do to make her feel that way?

5. Did the teacher help Shirley understand her own feelings better? How?

6. Did the teacher help Shirley learn what to do about her feelings? How? Did it help?